



SCOPE

**Reading,
Writing &
Reality
For Teens™**

VOL. 57 • NO. 1 • ISSN 0036-6412 • A SUPPLEMENT TO SCHOLASTIC SCOPE

Issue Dates	SEPT. 1	SEPT. 15	SEPT. 29	OCT. 13	OCT. 27	NOV. 10 & 24	DEC. 8	JAN. 5	JAN. 19	FEB. 2	FEB. 16	MAR. 9	MAR. 23	APR. 13	APR. 27	MAY 11
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Dear Teachers,

Welcome back to school! Thank you for bringing *Scope* into your classroom. Our staff is honored to help you motivate your students to read, write, and engage with the world. We're starting the school year with a bang. Included in this issue: *A Tale of Two Cities* Readers Theater Play, a grammar activity starring the wildly popular Will Smith, a fiction excerpt from award-winning YA author Walter Dean Myers, and other high-interest nonfiction. We've also included 15 writing prompts, as well as reading comprehension, vocabulary, and skills activities.

ENJOY!

Lucy Lehrer, Executive Editor

REPRODUCIBLES ONLINE!

Go to www.scholastic.com/scope for 10 bonus reproducible skills pages (plus the skills pages from this T.E.) all in PDF PLUS:
 *Walter Dean Myers Q&A
 *Tips on how to use *Scope* in your classroom
 *Answer keys (follow the link on p. T-4)

STUDENT EDITION SKILLS & STANDARDS

PAGE	ARTICLE	SKILLS	STATE STANDARDS	NCTE & IRA*
3	YOUR WORLD	MAKING CONNECTIONS (4 writing prompts)	• visual literacy • text-to-self • word origin • reading for information • author appreciation • current events	1, 2, 3, 5, 11
6	READERS THEATER PLAY: <i>A Tale of Two Cities</i> (Lesson, p. T-2)	FLUENCY, EXPRESSION (Reading comprehension • Write Now)	• compare & contrast • inferences • understanding plot, setting, & character • foreshadowing • interpreting text	1, 2, 5, 6, 9, 11
13	THE SCOPE 100	VOCABULARY ACQUISITION	• word meaning • visual literacy • write in response to art • using context clues	1, 2, 3
14	NONFICTION: Cyberbullying	MAIN IDEA (Reading comprehension • Write Now)	• reading for information • text-to-self • reflecting • current events	1, 2, 5
16	NONFICTION: Will Smith (Reproducible, p. T-7)	SUBJECT-VERB AGREEMENT (Write Now)	• grammar • editing skills • text-to-self • reading for information	1, 2, 3, 5, 6
18	FICTION: <i>Sunrise Over Fallujah</i> (Lesson, p. T-3)	DESCRIPTIVE WRITING (Reading comprehension • Write Now)	• letter writing • making inferences • text-to-self • character analysis • current events	1, 2, 3, 5, 6
20	TRUE TEEN: One World Soccer	READING FOR INFORMATION	• first-person narrative • news writing • making inferences • understanding character	1, 2, 3, 5
22	NONFICTION: What Do You Think? (Lesson, p. T-3)	FORMING AN OPINION (Write Now)	• making judgments • persuasive writing • reading across the curriculum	1, 2, 3, 7, 8, 11
24	CROSSWORD PUZZLE	READING COMPREHENSION	• critical thinking • making connections between articles	1, 2, 5, 11

*NCTE & IRA Middle-School Curriculum Standards

1. Range of materials.
2. Range of literary works.
3. Range of reading strategies.
4. Adjust use of language to communicate effectively.
5. Range of writing strategies.
6. Knowledge of language conventions.
7. Conduct research, gather data, and communicate findings.
8. Students use a variety of technological and information resources.
9. Understand and respect diversity of language use across cultures.
10. English-language learners use their first language for English fluency.
11. Participate as reflective, creative members of literacy community.
12. Use written language to achieve own goals.

IN THIS TEACHER'S EDITION:

- T-2 LESSON 1: *A Tale of Two Cities*
- T-3 LESSON 2: *Sunrise Over Fallujah*
- T-3 LESSON 3: What Do You Think?
- T-4 ANSWER KEY
- T-5 GRAPHIC ORGANIZER: Character Traits
- T-6 SKILLS PAGE: The SCOPE 100
- T-7 SKILLS PAGE: Subject-Verb Agreement
- T-8 .. WRITER'S TOOLBOX: Write a Book Review

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Readers Theater Play: *A Tale of Two Cities* p. 6

INTRODUCTION & SUMMARY

A Tale of Two Cities is a dramatic story about the personal struggles of various fictional characters during the French Revolution (1789-1799). Some of its many themes include love, revolution, family, revenge, friendship, and violence. The novel takes place over a period of 18 years.

In this adaptation inspired by a new stage production, students will perform a Readers Theater Play of the Charles Dickens classic.

AUTHOR'S BACKGROUND

Charles Dickens (1812-1869) was born in Portsmouth, England, as the second of eight children. He spent part of his childhood working in a shoe factory to help support his family. After working as a journalist for a few years, Dickens published his first novel, *The Pickwick Papers*, in serial form from 1836-1837. It was an immediate success, helping to make Dickens one of the most popular writers of his time. In addition to *A Tale of Two Cities*, his greatest hits include *Great Expectations*, *Oliver Twist*, and *David Copperfield*.

OBJECTIVE

To practice fluency and expression

DISCUSSION

1. Redemption and personal growth are important themes in the play. Dr. Manette is redeemed when Lucie, his daughter, helps him recover from a long imprisonment. Sydney Carton is redeemed when he learns how to be a better man and a real friend. Charles Darnay is redeemed when he gains a truer, more loving family by marrying Lucie. Which characters don't change? Why? (*John Barsad is a liar in the opening of the play and a liar at the end of the play. Other answers may include Marquis Evrémonde and Madame Defarge.*)

2. The French aristocracy, including characters like Marquis Evrémonde and Foulon, is cruel to the people. Is Madame Defarge's response to their

behavior justified—or is it just revenge at its worst? (*Answers will vary.*)

3. Compare and contrast the three trials of Charles Darnay. What do the different verdicts say about how social justice changes over the course of the story? (*In the first trial, Charles is found not guilty because of insufficient evidence. In the second trial, he is found not guilty because the jury emotionally identifies with Dr. Manette, Charles's father-in-law. The third time, he is found guilty because the jury blames Charles for his uncle's cruelty. In the last two trials, the verdict is not based on reason or fact.*)

EXTENSION

Interpreting Text

The opening lines of the play are an excerpt of the opening paragraph of the novel. It's one of the most famous first lines in all of literature.

The repetition of words is called a **parallelism**. Have students reread the excerpt, then lead a discussion about what it means. Ask students to respond to this prompt: Does the description of the time period as "the best of times" and "the worst of times" apply to today's world? Why or why not? Be specific.

RESOURCES

■ DVDs

- *A Tale of Two Cities* (MGM, 1935): Oscar-nominated adaptation
- *Great Authors—Charles Dickens* (Opus Arte Media Productions, 1999): includes a dramatized documentary of Dickens's life, the BBC version of *David Copperfield*, and an adaptation of *A Christmas Carol*
- *The Mystery of Charles Dickens* (Heritage Theatre Co., 2000): a recording of the play by Peter Ackroyd about Dickens's life

■ Web Sites

- Official site of the musical:
www.ataleof2cities.com
- Extended Dickens biography:
www.bbc.co.uk/history/historic_figures/dickens_charles.shtml
- The Charles Dickens Museum:
www.dickensmuseum.com
- The University of California's Dickens Project includes scholarly articles, timelines, biographies, teaching resources, and info on a High School Essay Contest:
<http://dickens.ucsc.edu>
- Full text of *A Tale of Two Cities*:
www.gutenberg.org/etext/98

TEACHER'S CORNER

HAVING YOUR SAY Throughout the year, we'll publish your students' book, movie, TV, and music reviews. We'll also publish their poetry, short stories, and personal essays. Students can submit their writing to **SCOPE, 557 Broadway, NY, NY 10012**.

Make sure students include their name, grade, state, and either a parent or teacher signature.

Adult Signature

(parent or teacher) _____

Student Name

and Grade _____

Address _____

Phone Number _____

Fiction: **Sunrise Over Fallujah** p. 18**INTRODUCTION & SUMMARY**

This issue's fiction excerpt is from Walter Dean Myers's novel, *Sunrise Over Fallujah*. In this story, main character Robin Perry writes to his Uncle Richie.

AUTHOR'S BACKGROUND

Walter Dean Myers is a popular award-winning young adult novelist. He was born in Martinsburg, West Virginia, in 1937, and grew up in a foster family in Harlem, New York.

OBJECTIVE

To make inferences

PRE-READING STRATEGY

Ask students what they know about the war in Iraq. Ask them if they know where Fallujah is (reference the map on p.19). Then explain that they will be reading fictional letters from a young American soldier stationed there.

DISCUSSION

1. What can you infer about the relationship between Robin and his dad? (*Robin's dad doesn't approve of Robin joining the army. Robin wants his dad to be supportive and proud.*)
2. How much time has passed between Robin's letter and his e-mail? Based on the differences in tone between the two letters, what can you infer about how Robin feels? (*Less than a month has passed. Robin seems more anxious to hear from his father and to reconcile with him.*)

EXTENSION**Create a Scene**

Give students the following prompt: Imagine that Robin's tour of duty in Iraq is over and he's returning home to see his dad. Write a scene describing their reunion. Be sure to include dialogue. Tip: Read your dialogue out loud to test how realistic it sounds.

RESOURCES**■ Book**

- *Teaching the Selected Works of Walter Dean Myers* by Connie S. Zitlow (Heinemann, 2007): instructional activities, examples of student work, assessments, and ideas on how to teach Myers's poetry and fiction in middle- and high-school language arts classrooms

■ Web Sites

- Scholastic's Walter Dean Myers biography with a bibliography and interview transcript: www2.scholastic.com/browse/contributor.jsp?id=3437
- Video interview with Walter Dean Myers: www.readingrockets.org/books/interviews/myersw
- Official Walter Dean Myers site: www.walterdeanmyers.net

Nonfiction: **What Do You Think?** p. 22**INTRODUCTION & SUMMARY**

This article introduces four election issues and includes student writing.

PRE-READING STRATEGY

Ask students the following: What do you know about the election? What is an "issue"? What are key issues? Which issues do you care about most? Why?

OBJECTIVES

To write a persuasive paragraph and to form an opinion

DISCUSSION

1. Do you agree with the student opinions in the article? Why or why not? (*Answers will vary.*)
2. What "big issues" are not mentioned in the article? (*Answers will vary.*)

EXTENSION**Debate It!**

Divide the class into eight groups. Assign two groups to each issue in the article. One group will argue one side of the issue, and the other group will argue the other side.

Have each group research their issue on the Internet and at the library. Students should use their research to support their arguments. Here is a sample format: *The government should provide health care to all Americans. My three reasons are . . .*

After each side presents, the class votes for the team that made the most convincing case. Remind students that in a debate, they may be asked to argue for or against something that contradicts their personal convictions.

RESOURCES**■ Book**

- *Speak Out! Debate and Public Speaking in the Middle Grades* by John Meany & Kate Shuster (International Debate Education Association, 2005): resource for teaching debate fundamentals, as well as public speaking, logic, and research skills

■ DVD

- *The Great Debaters* (Weinstein Company, 2007): true story of a Texas debate team in the 1930s

■ Web Site

- Student guide to watching the presidential debates: www2.scholastic.com/browse/article.jsp?id=5482



Name: _____ Class: _____ Date: _____

Character Traits

Available as a PDF at scholastic.com/scope

Use this graph to keep track of the characters in *A Tale of Two Cities* from this issue of *Scope*, or from any other piece of literature you read.

Character Name	Description	Significance to Story	Someone Similar (real or fictional) and How

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The SCOPE 100

Wow Them With Words

By the end of the school year, you'll learn 100 vocabulary words from the SAT and ACT tests. Save this page in the front of your notebook, and look for these words in your *Scope* magazines. Check the words off when they're used in *Scope*, and use them in your own writing and in everyday conversation as often as you can.

abominable *adj* worthy of disgust
acumen *n* ability to make quick, accurate judgments of people or situations
ajar *adj* slightly open
apathetic *adj* having or showing no emotion
aristocrat *n* member of the upper class
augment *v* add or supplement
baffle *v* confuse
ballad *n* lyrical song or poem with a story
bolster *v* strengthen through reinforcement
brandish *v* wave an object threateningly
capacity *n* ability to do or understand something
capricious *adj* frequently changing
careen *v* wildly rush forward
colossal *adj* extremely large
conclave *n* private or secret meeting
corroborate *v* confirm with evidence
curtail *v* restrict in quantity
deduce *v* conclude through logic
despondent *adj* feeling extreme depression
dictate *v* impose rules
disheveled *adj* characterized by disorder
dissonant *adj* clashing with the norm
distort *v* present a misleading account
divert *v* change the direction of something
dread *n* great fear
drub *v* hit or beat repeatedly
dubious *adj* giving rise to uncertainty
dynamic *adj* characterized by change or progress
egotist *n* person with an exaggerated sense of importance
emit *v* release, discharge
empirical *adj* based on experience
enunciate *v* speak clearly
envision *v* imagine as a future possibility

erupt *v* burst forth
expose *v* make visible
extant *adj* still in existence, not destroyed
extemporize *v* do or say something without a plan
façade *n* outer appearance of something
faction *n* small group within a larger group
flaunt *v* show off
formidable *adj* causing fear or dread
fortify *v* reinforce, strengthen
garish *adj* tastelessly showy
genial *adj* cheerfully easygoing
glut *n* excessively abundant supply
gusto *n* obvious enjoyment
ignite *v* set on fire
inveigle *v* persuade with deception or flattery
irrevocably *adv* unable to be changed or reversed
lanky *adj* extremely thin
lurid *adj* causing disgust
machination *n* crafty plot for gain
mandate *v* order from a position of authority
manifest *adj* readily visible or perceivable
melee *n* noisy fight or gathering
ornate *adj* excessively decorated
parity *n* uniform equivalence
pathos *n* quality that evokes compassion
penchant *n* strong tendency or taste for something
perennial *adj* lasting a long time
plaudit *n* enthusiastic approval
ploy *n* cunning strategy
polarize *v* split into opposing sides
pomp *n* splendid public display
pragmatic *adj* based on common sense
precept *n* commandment designed to govern actions
prodigy *n* talented person

progeny *n* descendants, children
prudent *adj* thoughtful, mindful of the future
prune *v* trim or cut back
rancor *n* long-standing resentment
rapport *n* relation marked by harmony
redoubtable *adj* inspiring respect through fear
regiment *v* subject to strict order
rejuvenate *v* restore to youth
residual *adj* leftover, lingering
rhapsody *n* musical or verbal expression of happiness
rue *v* feel remorse about something
sapient *adj* capable of wise, sound judgment
scamper *v* run quickly
scrupulous *adj* attentive to detail
scrutiny *n* close or thorough examination
seminal *adj* strongly influencing future events
solace *n* relief from sorrow
squander *v* spend recklessly
strategic *adj* cunning, planned
subsequent *adj* following in order
succumb *v* submit to superior force
surpass *v* become greater or better than
synthesize *v* create by combining parts
tolerate *v* permit with hesitance
trauma *n* deeply distressing experience
trove *n* set of valuable objects
turbid *adj* unclear, clouded
turpitude *n* quality of being wicked, without morals
untenable *adj* indefensible
vicinity *n* nearby region or area
vigorous *adj* energetic, forceful
vitality *n* characterized by strength or abundant energy, liveliness
wrangle *v* round up or take charge of something

Name: _____ Class: _____ Date: _____

All in Agreement!

Available
as a PDF at
scholastic.com
/scope

You learned about subject-verb agreement in an article about Will Smith. Put your new grammar skills to the test in this follow-up activity.

Directions: Circle the correct verb in the sentences below. Remember, verbs should match subjects. Don't let the prepositional phrases fool you!

1. Some video games in this pile **is/are** yours.
2. A study plan for the standardized tests **is/are** essential.
3. Some parts of your essay **need/needs** revisions.
4. Most of this clothing **is/are** cute.
5. The kittens on the porch **is/are** adorable.
6. The number of peanuts in the jar **is/are** 227.
7. The members of the committee **is/are** in session.
8. The doctors in the hospital **deserve/deserves** praise.
9. The students in Mrs. Ringer's class **has/have** so much energy.
10. The singers in the choir **inspire/inspires** the whole school.
11. The signs on the street **seem/seems** to be incorrect.
12. Every person on student council **hope/hopes** this year's prom will be the best ever.
13. All of the dancers in the show **say/says** their feet hurt after a performance.
14. One of the pails **has/have** a leak.
15. The libraries in my hometown **is/are** getting makeovers.
16. Jared and all of his friends **plan/plans** to come to my party.
17. The flowers in my grandmother's garden **is/are** in bloom.
18. The paintings in the gallery **cost/costs** \$1,000 each!
19. Neither of the movies **is/are** in stock.
20. My brother's friends from camp **is/are** really nice.

Name: _____ Class: _____ Date: _____

Write a Book Review

Available
as a PDF at
scholastic.com/scope

Have you read a book recently that you just couldn't put down? Tell us all about it! Use this guide to help you write a review, and then send it to *Scope*, 557 Broadway, New York, NY 10012, for a chance to be published.

Organize Your Thoughts

Select a book you've read recently, and then answer the following questions.

1. What is the book's title, and who is the author? _____
2. Where and when does the book take place? _____
3. What is the genre (adventure, tragedy, mystery, comedy, etc.)? _____
4. Describe the main characters. _____

5. Summarize what the book is about in two sentences. _____

6. What is the theme, or main idea of the story? (Example: One theme of *A Wrinkle in Time* is the struggle between individuality and conformity.)

7. What kind of person might enjoy reading this book? (Example: If you love novels about alien invasions, then you won't want to miss *The Andromeda Strain*.)

8. What is your overall impression of the book? _____

Time to Write!

Use your responses to the questions above as an outline to write your review. Then, decide on a central point, such as *This novel shows how friendship helps teens cope with hardship*. Use your central point in the first paragraph.